

DOMAIN 1

Standard 1.1: The teacher acquires and uses knowledge about individual students as learners in preparing lessons, which consider the students' academic needs, cultural heritage, interests and community.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Acquisition of Information About Individual Learners	<ul style="list-style-type: none"> Teacher acquires <u>extensive</u> and detailed information about individual students as learners from a variety of sources, <u>and</u> in an <u>ongoing</u> manner. 	<ul style="list-style-type: none"> Teacher acquires detailed <u>information</u> about <u>individual</u> students as learners from a variety of sources <u>and/or</u> in an <u>ongoing</u> manner. 	<ul style="list-style-type: none"> Teacher acquires general or global <u>information</u> about students as learners from a variety of sources <u>and/or</u> in an <u>ongoing</u> manner. 	<ul style="list-style-type: none"> Teacher does not acquire knowledge of individual students as learners. -or- Teacher does not acquire knowledge from a variety of sources or in an <u>ongoing</u> manner. -or- Evidence not provided.
B. Use of Acquired Information	<ul style="list-style-type: none"> Teacher <u>clearly communicates</u> how planning <u>incorporates</u> consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through <u>all</u> of the following: <ul style="list-style-type: none"> *Flexible grouping *Activities that invite student interaction and choice *Strategies that address various learning styles, special needs and cultural heritage *Instruction that addresses strengths and gaps in student background knowledge and skills Teacher <u>analyzes</u> and uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs. 	<ul style="list-style-type: none"> Teacher <u>clearly communicates</u> how planning <u>shows</u> consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through <u>most</u> of the following: <ul style="list-style-type: none"> *Flexible grouping *Activities that invite student interaction and choice *Strategies that address various learning styles, special needs and cultural heritage *Instruction that addresses strengths and gaps in student background knowledge and skills Teacher uses achievement data and other assessment results to plan instruction to meet <u>individual/group instructional</u> needs. 	<ul style="list-style-type: none"> Teacher <u>clearly communicates</u> how planning shows general awareness of students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through <u>few</u> of the following: <ul style="list-style-type: none"> *Flexible grouping *Activities that invite student interaction and choice *Strategies that address various learning styles, special needs and cultural heritage *Instruction that addresses strengths and gaps in student background knowledge and skills Teacher uses achievement data and other assessment results to plan <u>instruction for the entire class</u>. 	<ul style="list-style-type: none"> Teacher planning shows little or no awareness of students' academic needs and learning styles, interests, cultural heritage and community backgrounds that would be demonstrated through the following: <ul style="list-style-type: none"> *Flexible grouping *Activities that invite student interaction and choice *Strategies that address various learning styles, special needs and cultural heritage *Instruction that addresses strengths and gaps in student background knowledge and skills There is little evidence that the teacher uses achievement data or other assessment results to plan instruction. -or- Evidence not provided.

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Standard 1.2: The teacher uses a variety of assessments that align with *standards.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Alignment and Techniques	<ul style="list-style-type: none"> Teacher uses assessments that: <ul style="list-style-type: none"> *Are aligned to objectives *Demonstrate a variety of techniques *Are <u>formal</u> and <u>informal</u> *Are used for both <u>summative</u> and <u>formative</u> purposes Assessments demonstrate <u>rigor</u> towards mastery of *standards-based objectives. 	<ul style="list-style-type: none"> Teacher uses assessments that: <ul style="list-style-type: none"> *Are aligned to objectives *Are <u>formal</u> and/or <u>informal</u> *Are used for both <u>summative</u> and <u>formative</u> purposes Assessments <u>demonstrate rigor</u> towards mastery of *standards-based objectives. 	<ul style="list-style-type: none"> Teacher uses assessments that: <ul style="list-style-type: none"> *Are aligned to objectives *Are <u>formal</u> and/or <u>informal</u> *Are used for <u>summative</u> and/or <u>formative</u> purposes Assessments do not demonstrate <u>rigor</u> towards mastery of *standards-based objectives. 	<ul style="list-style-type: none"> Teacher uses assessments that are not aligned to lesson objectives. Assessments do not demonstrate <u>rigor</u>. -or- Evidence not provided.

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DOMAIN 1

Standard 1.3: The teacher reflects upon the lesson's effectiveness and student engagement and uses that reflection in planning future instruction.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Lesson Effectiveness	<ul style="list-style-type: none"> Teacher makes a <u>thoughtful</u> and accurate assessment of the lesson's effectiveness which includes: <ul style="list-style-type: none"> *the extent to which the lesson achieved its goals *citing <u>specific</u> examples from the lesson *strengths and/or weaknesses related to individual student success Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher makes an <u>accurate</u> assessment of the lesson's effectiveness which includes: <ul style="list-style-type: none"> *the extent to which the lesson achieved its goals *examples from the lesson Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher makes a generally accurate assessment and uses that reflection in <u>planning future instruction</u> of the lesson's effectiveness which includes: <ul style="list-style-type: none"> *the extent to which the lesson met the instructional goals Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher misjudges and/or makes an inaccurate assessment of the lesson's effectiveness or the extent to which the instructional goals of the lesson were met. Teacher does not assume responsibility for lesson effectiveness. Teacher does not address the lesson observed. Teacher does not <u>clearly communicate</u> the evidence. -or- Teacher did not submit the Evidence of Reflection form or the Evidence of Reflection form was turned in late.
B. Student Engagement	<ul style="list-style-type: none"> Teacher makes a <u>thoughtful</u> and accurate assessment of the level of <u>student engagement</u> which is supported with details and <u>addresses specific examples</u> of positive and/or negative student actions. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher makes an <u>accurate</u> assessment of the level of <u>student engagement</u> which <u>lists positive and/or negative examples of student actions</u>. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher makes a <u>generally</u> accurate assessment of the level of <u>student engagement</u>. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher makes an inaccurate assessment of the level of <u>student engagement</u>. Teacher does not assume responsibility for <u>student engagement</u>. Teacher does not <u>clearly communicate</u> the evidence. -or- Teacher did not submit the Evidence of Reflection or the Evidence of Reflection form was turned in late.
C. Future Instruction	<ul style="list-style-type: none"> Teacher offers <u>insightful</u> explanations for why the content and/or delivery of the lesson would not be changed for future instruction. -and/or- Teacher offers <u>insightful</u> explanations and <u>constructive</u> suggestions for changes to the content and/or delivery of the lesson. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher offers <u>appropriate explanations</u> for why the content and/or delivery of the lesson would not be changed for future instruction. -and/or- Teacher offers <u>appropriate explanations</u> and <u>specific suggestions</u> for changes to the content and/or delivery of the lesson. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher offers general explanations for why the content and/or delivery of the lesson would not be changed for future instruction. -and/or- Teacher makes <u>general suggestions</u> about how the lesson <u>would be</u> changed for future instruction. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher does not explain why changes may or may not be necessary. Teacher gives up and/or blames the students or the environment for the students' lack of success. -or- Teacher does not address the lesson observed. -or- Teacher did not submit the Evidence of Reflection form. Teacher does not <u>clearly communicate</u> the evidence.

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DOMAIN 2

Standard 2.1: The teacher creates an inclusive and caring environment in which each individual is respected and valued.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Teacher Interaction with Students	<ul style="list-style-type: none"> Teacher interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. 	<ul style="list-style-type: none"> Teacher interactions with all students demonstrate respect. Interactions are inclusive and appropriate. 	<ul style="list-style-type: none"> Teacher interactions with students are generally appropriate. 	<ul style="list-style-type: none"> Teacher interactions with students are negative, demeaning, and/or inappropriate.
B. Interactions Among Individuals	<ul style="list-style-type: none"> Teacher routinely encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions. An inclusive and caring classroom environment is maintained. —and/or— Interactions are respectful. 	<ul style="list-style-type: none"> Teacher encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals. 	<ul style="list-style-type: none"> Teacher may encourage respectful interactions but occasionally tolerates inappropriate and/or disrespectful interactions among individuals. 	<ul style="list-style-type: none"> Teacher tolerates inappropriate and/or disrespectful interactions among individuals.

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DOMAIN 2

Standard 2.2: The teacher establishes effective routines and procedures, maintains a safe and orderly environment, and manages transitions to maximize instructional time.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Routines/Procedures	<ul style="list-style-type: none"> Teacher establishes and uses effective routines and procedures that <u>incorporate student responsibility</u> for managing student groups, supplies, and/or equipment. Teacher acts to maintain a safe environment. 	<ul style="list-style-type: none"> Teacher establishes and uses <u>effective</u> routines and procedures for managing student groups, supplies, and/or equipment. Teacher acts to maintain a safe environment. 	<ul style="list-style-type: none"> Teacher establishes and uses <u>routines and/or procedures</u> for managing student groups, supplies, and/or equipment that result in a <u>loss of instructional time</u>. Teacher acts to maintain a safe environment. 	<ul style="list-style-type: none"> Teacher uses procedures for managing student groups, supplies, and equipment that result in a considerable loss of instructional time. Teacher maintains an environment where hazards exist.
B. Transitions	<ul style="list-style-type: none"> Teacher establishes procedures for managing <u>seamless transitions incorporating student responsibility</u>. No instructional time is lost. 	<ul style="list-style-type: none"> Teacher establishes <u>and directs</u> procedures for transitions. No instructional time is lost. 	<ul style="list-style-type: none"> Teacher <u>establishes procedures</u> for some transitions. Instructional time is lost. 	<ul style="list-style-type: none"> Teacher does not establish procedures for most transitions. Considerable instructional time is lost.

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DOMAIN 2

Standard 2.3: The teacher manages and monitors student behavior to maximize instructional time.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Monitoring of Student Behavior and Response to Misbehavior	<ul style="list-style-type: none"> Teacher monitors behavior in a manner that anticipates and prevents student misbehavior, and that allows for students to monitor their own and/or their peers' behavior, which promotes individual, group, and/or whole class time on task. Teacher response to misbehavior is appropriate, consistent, and sensitive to students' individual needs. The desired behavior is attained. <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> Student misbehavior is not evident. 	<ul style="list-style-type: none"> Teacher monitors student behavior at all times which promotes individual, group, and/or whole class time on task. Teacher response to misbehavior is appropriate and consistent. 	<ul style="list-style-type: none"> Teacher monitors student behavior in a manner which results in a loss of individual, group, and/or whole class time on task. Teacher does not respond or does not respond appropriately to some off-task or disruptive behavior. 	<ul style="list-style-type: none"> Teacher does not consistently monitor student behavior and/or teacher is unaware of student behaviors, which result in considerable loss of individual, group and/or whole class time on task. Teacher does not respond to off-task or disruptive behavior. <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> Teacher response to student misbehavior is inconsistent and/or has minimal results.

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DOMAIN 3

Standard 3.1: The teacher communicates *standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Lesson Planning	<ul style="list-style-type: none"> Teacher writes lesson plans with clear and measurable *standards-based instructional objectives and with benchmarks and/or grade level indicators identified. Teacher selects and designs instructional activities, (including adaptations) that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students to make continuous progress toward meeting and exceeding *standards, and makes connections within and across disciplines. Lesson plans are aligned with the lesson observed. 	<ul style="list-style-type: none"> Teacher writes lesson plans with clear and measurable *standards-based instructional objectives. Teacher selects and designs instructional activities that are aligned to the instructional objective, establish high expectations for student performance, provide opportunities for students to make continuous progress toward meeting the *standards, and makes connections within or across disciplines. Lesson plans are aligned with the lesson observed. 	<ul style="list-style-type: none"> Teacher writes lesson plans with *standards-based instructional objectives. Teacher selects instructional activities that are aligned to the instructional objective, sets high expectations but provides limited opportunities for students to make continuous progress toward meeting the *standards, and makes connections within or across disciplines. Lesson plans are aligned with the lesson observed. 	<ul style="list-style-type: none"> Teacher writes lesson plans with instructional objectives absent or not aligned with the *standards. Teacher selects instructional activities that are not aligned to the instructional objectives or that set expectations that are not constructed for progress toward meeting the *standards or that do not make connections within or across disciplines. <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> There are no lesson plans available. <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> Lesson plans are not aligned to the lesson observed.
B. *Standards-based Instructional Objectives	<ul style="list-style-type: none"> Teacher clearly and accurately communicates *standards-based instructional objectives and an instructional rationale for this learning. 	<ul style="list-style-type: none"> Teacher clearly and accurately communicates *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher communicates *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher communicates little or nothing about the *standards-based instructional objectives. <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> The instructional objectives are not *standards-based.
C. Instructional Directions and Procedures	<ul style="list-style-type: none"> Teacher clearly and accurately communicates instructional directions and procedures for the activity. Teacher anticipates possible student misunderstanding. 	<ul style="list-style-type: none"> Teacher clearly and accurately communicates instructional directions and procedures for the activity. 	<ul style="list-style-type: none"> Teacher communicates instructional directions and procedures for the activity that are unclear. <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> Teacher makes repeated attempts to clarify direction and procedures. 	<ul style="list-style-type: none"> Teacher does not communicate instructional directions or procedures for the activity. <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> Teacher communicates instructional directions or procedures inaccurately.

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DOMAIN 3

(3.1 continued) **The teacher communicates *standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.**

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
D. High Expectations	<ul style="list-style-type: none"> Teacher communicates high expectations based on individual student abilities for *standards-based student work. Teacher <u>routinely</u> emphasizes completion of work and <u>consistently</u> encourages students to expend their best effort. 	<ul style="list-style-type: none"> Teacher communicates <u>high</u> expectations for *standards-based student work. Teacher emphasizes completion of work <u>and</u> encourages students to expend their best effort. 	<ul style="list-style-type: none"> Teacher <u>communicates</u> expectations for *standards-based student work. Teacher <u>emphasizes</u> completion of work but does not encourage the students to expend their best effort. 	<ul style="list-style-type: none"> Teacher does not communicate expectations for *standards-based student work. Teacher does not emphasize completion of work and/or does not encourage students to expend their best effort.
E. Assessment Criteria	<ul style="list-style-type: none"> Teacher <u>clearly communicates</u> assessment criteria that are aligned with the *standards-based instructional objectives and <u>includes</u> the task-specific criteria for various performance levels. 	<ul style="list-style-type: none"> Teacher <u>clearly communicates</u> to students the assessment criteria that are aligned with the *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher communicates to students <u>unclear and/or incomplete</u> assessment criteria that are <u>aligned</u> with the *standards-based instructional objectives. 	<ul style="list-style-type: none"> Teacher does not communicate assessment criteria to students. -or- Assessment criteria is not aligned with the *standards-based instructional objectives.

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DOMAIN 3

Standard 3.2 The teacher demonstrates content knowledge by using content specific instructional strategies.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. <u>Instructional strategies & Content Knowledge</u>	<ul style="list-style-type: none"> Teacher <u>routinely</u> uses a <u>broad range of multiple instructional strategies</u> that are effective and appropriate to the content. Teacher conveys accurate content knowledge, including *standards-based content knowledge. 	<ul style="list-style-type: none"> Teacher <u>uses instructional strategies</u> that are effective and appropriate to the content. Teacher conveys <u>accurate content knowledge</u>, including *standards-based content knowledge. 	<ul style="list-style-type: none"> Teacher uses a <u>limited range of instructional strategies</u> that are <u>effective and appropriate</u> to the content. Teacher <u>conveys some minor content inaccuracies</u> that do not contribute to making the content incomprehensible to the students. 	<ul style="list-style-type: none"> Teacher uses <u>instructional strategies</u> that are ineffective and/or inappropriate to the content. Teacher conveys content inaccuracies that contribute to making the content incomprehensible to the students.

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DOMAIN 3

Standard 3.3: The teacher uses *standards-based instructional activities that promote conceptual understanding, extend student thinking, and monitors/adjusts instruction to meet individual needs.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Conceptual Understanding	<ul style="list-style-type: none"> Teacher uses <u>challenging</u>, *standards-based activities at the <u>appropriate cognitive level</u> that <u>promote conceptual understanding</u> and <u>meet individual needs</u>. 	<ul style="list-style-type: none"> Teacher uses <u>challenging</u> *standards-based activities at the <u>appropriate cognitive level</u> that <u>promote conceptual understanding</u>. 	<ul style="list-style-type: none"> Teacher uses *standards-based activities at the <u>appropriate cognitive level</u> that do not promote conceptual understanding. -or- Teacher uses *standards-based activities at the <u>inappropriate cognitive level</u> that promote conceptual understanding. 	<ul style="list-style-type: none"> Teacher uses *standards-based activities at the <u>inappropriate cognitive level</u> that do not promote conceptual understanding. -or- Teacher does not use *standards-based activities. -or- Teacher uses inappropriate activities.
B. Extension of Thinking	<ul style="list-style-type: none"> Teacher creates situations that challenge students to think independently, creatively or critically about the content being taught, to <u>reflect on their understanding</u> and to <u>consider new possibilities</u>. 	<ul style="list-style-type: none"> Teacher creates situations that challenge students to think <u>independently, and creatively or critically</u> about the content being taught. 	<ul style="list-style-type: none"> Teacher creates situations that <u>challenge students</u> to think about the content being taught. 	<ul style="list-style-type: none"> Teacher creates situations that do not challenge students to think about the content.
C. Monitoring, Adjusting and Student Engagement	<ul style="list-style-type: none"> Teacher invites input from <u>students</u> in order to monitor and adjust instruction /activities/pacing to respond to differences in student needs. -or- The <u>instruction and activities address the needs of the students</u>. Teacher pursues the <u>active engagement</u> of all students. 	<ul style="list-style-type: none"> Teacher <u>monitors and adjusts instruction/activities/pacing</u> to respond to differences in student needs. Teacher pursues the <u>active engagement</u> of all students. 	<ul style="list-style-type: none"> Teacher <u>has difficulty monitoring</u> or adjusting instruction/activities /pacing to respond to differences in student needs. Teacher <u>pursues the active engagement</u> of all students. 	<ul style="list-style-type: none"> Teacher fails to monitor or adjust instruction/activities/pacing to respond to differences in student needs. Teacher does not pursue the <u>active engagement</u> of all students.

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DOMAIN 3

Standard 3.4 The teacher engages students in discourse and uses thought-provoking questions aligned with the lesson objectives to explore and extend content knowledge.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. <u>Discourse</u>	<ul style="list-style-type: none"> Teacher <u>structures and facilitates discourse</u> at the evaluative, synthesis, and/or analysis levels between teacher and students and among students to explore and extend content knowledge. 	<ul style="list-style-type: none"> Teacher <u>initiates and leads discourse</u> at the evaluative, synthesis, and/or analysis levels to explore and extend the content knowledge. 	<ul style="list-style-type: none"> Teacher <u>frames content-related discussion</u> that is <u>limited to a question and answer session</u>. 	<ul style="list-style-type: none"> Teacher permits off-topic discussions, or does not elicit student responses.
B. Thought-Provoking Questions	<ul style="list-style-type: none"> Teacher <u>routinely</u> asks thought - provoking questions at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. Teacher seeks clarification and <u>elaboration</u> through additional questions. Teacher provides appropriate wait time. 	<ul style="list-style-type: none"> Teacher asks <u>thought-provoking questions</u> at the evaluative, synthesis, and/or analysis levels that focus on the objectives of the lesson. Teacher seeks clarification through additional questions. Teacher <u>provides</u> appropriate wait time. 	<ul style="list-style-type: none"> Teacher asks questions that are <u>relevant to the objectives</u> of the lesson. Teacher asks <u>follow-up questions</u>. Teacher is <u>inconsistent in providing appropriate wait time</u>. 	<ul style="list-style-type: none"> Teacher frequently asks questions that are inappropriate to objectives of the lesson. Teacher frequently does not ask follow-up questions. Teacher answers own questions. Teacher frequently does not provide appropriate wait time.

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DOMAIN 3

Standard 3.5 The teacher provides timely, constructive feedback to students about their progress toward the learning objectives using a variety of methods, and corrects student errors/misconceptions.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Quality-Methods and Timeliness	<ul style="list-style-type: none"> Teacher <u>routinely provides substantive</u>, accurate, specific and timely <u>feedback</u> to students about their progress toward the learning objectives. Teacher provides <u>feedback</u> using a variety of methods and facilitates student self-assessment. 	<ul style="list-style-type: none"> Teacher provides accurate, <u>specific</u> and timely <u>feedback</u> to students about their progress toward the learning objectives. Teacher provides <u>feedback</u> using a variety of methods and facilitates student self-assessment. 	<ul style="list-style-type: none"> Teacher provides accurate and <u>timely</u>, but general <u>feedback</u> to students about their progress toward the learning objectives. Teacher provides <u>feedback</u> using a limited number of methods. 	<ul style="list-style-type: none"> Teacher provides insufficient and/or inaccurate <u>feedback</u> to students about their progress toward the learning objectives. -or- <u>Feedback</u> is not provided in a timely manner.
B. Student Errors/Misconceptions	<ul style="list-style-type: none"> Teacher corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept and by facilitating <u>opportunities</u> for self-correction. Teacher <u>anticipates</u> and addresses content-related misconceptions. 	<ul style="list-style-type: none"> Teacher corrects student content errors to individuals, groups, and/or the whole class <u>by offering explanations</u> that clarify the process or concept. Teacher <u>addresses content-related misconceptions</u> as they arise. 	<ul style="list-style-type: none"> Teacher <u>corrects student content errors</u> to individuals, groups, and/or the whole class but does not offer explanations that clarify the process or concept. Teacher <u>addresses some common content-related misconceptions</u> as they arise. 	<ul style="list-style-type: none"> Teacher does not correct student content errors. Teacher fails to address content-related misconceptions.

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DOMAIN 4

Standard 4.1 The teacher tracks student progress toward meeting the *standards, (including indicators and benchmarks) and maintains instructional records that clearly show the basis for grade assignment.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Grading Decisions	<ul style="list-style-type: none"> Teacher provides evidence for and explains how a variety of recorded assessments are used as the basis for the assignment of grades. Teacher provides evidence for and explains the systematic process used, in an <u>ongoing manner</u>, to track the <u>multiple</u> and varied assessments for each student's progress toward meeting the *standards. Teacher submits grades in a timely manner. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher provides evidence for how a variety of recorded assessments are used as the basis for the assignment of grades. Teacher provides evidence of the methods used to track the varied assessments for each student's progress toward meeting the *standards. Teacher submits grades in a timely manner. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher provides evidence for how records are used as the basis for the assignment of grades. Teacher provides evidence for tracking student progress toward meeting the *standards. Teacher submits grades in a timely manner. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher maintains no instructional records. -or- Teacher maintains inaccurate or incomplete instructional records that may not support grades, and/or fails to submit them in a timely manner. Teacher fails to submit grades in a timely manner. Teacher does not <u>clearly communicate</u> an explanation of evidence. -or- Evidence not provided.

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DOMAIN 4

Standard 4.2: The teacher informs the family about the academic/social progress of the student and the instructional program, and encourages family involvement in the students' education.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Academic/ Social Progress	<ul style="list-style-type: none"> Teacher maintains <u>ongoing</u> communication and <u>promotes</u> <u>interactive communication</u> with the family by providing information on both positive and negative aspects of the student's academic and social progress. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher maintains <u>ongoing</u> communication with the family by providing information on both positive and negative aspects of the student's academic and social progress. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher <u>communicates with</u> the family about the student's academic and social progress. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher fails to communicate with the family concerning the student's academic and social progress. Teacher does not <u>clearly communicate</u> an explanation of evidence. <p>-or-</p> <ul style="list-style-type: none"> Evidence not provided.
B. Instructional Program	<ul style="list-style-type: none"> Teacher establishes a <u>pattern</u> of providing information to the family about the instructional program beyond that required by the school. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher provides information to the family about the instructional program <u>when required</u> by the school. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher provides <u>inadequate</u> information to the family about the instructional program <u>when required</u> by the school. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher provides incorrect or no information to the family about the instructional program. Teacher does not <u>clearly communicate</u> an explanation of evidence. <p>-or-</p> <ul style="list-style-type: none"> Evidence not provided.
C. Family Involvement	<ul style="list-style-type: none"> Teacher creates and encourages <u>opportunities</u> for family involvement in classroom <u>and/or</u> school-wide activities <u>and</u> in the student's learning. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher encourages family involvement in classroom and/or school-wide activities <u>and</u> in the student's learning. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher encourages family involvement in classroom <u>and/or</u> school-wide activities. Teacher <u>clearly communicates</u> an explanation of evidence. 	<ul style="list-style-type: none"> Teacher makes few or no attempts to encourage family involvement. Teacher does not <u>clearly communicate</u> an explanation of evidence. <p>-or-</p> <ul style="list-style-type: none"> Evidence not provided.

"Standards" include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards.

DOMAIN 4

Standard 4.3: The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with peers/teams, functioning as a member of an instructional team/department/level, and participating in school events and district initiatives.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Development and Implementation of Decisions and Discourse about Professional Issues	<ul style="list-style-type: none"> Teacher provides leadership in developing and implementing decisions made at the team/department and school level. Teacher demonstrates a pattern of initiating, leading, and engaging other teachers in <u>discourse</u> about professional issues. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher implements decisions made at the team/department and school level. Teacher engages in <u>discourse</u> about professional issues. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher implements most decisions made at the team/department and school level. Teacher attends professional development opportunities. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher does not implement decisions made at the team/department or school level. Teacher does not engage in <u>discourse</u> about professional issues. Teacher does not <u>clearly communicate</u> the evidence. -or- Evidence not provided.
B. Participation in School Events	<ul style="list-style-type: none"> Teacher participates in multiple school events and/or committees, in addition to those required, and assumes leadership roles. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher participates and engages in required school events and committees. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher attends required school events and committees. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher does not participate in required school events and committees. Teacher does not <u>clearly communicate</u> the evidence. -or- Evidence not provided.
C. Participation at the District Level	<ul style="list-style-type: none"> Teacher demonstrates a pattern of participation in <u>district initiatives</u>, contributes to decision-making processes, serves on sub-committees and/or disseminates information when appropriate. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher participates in and implements <u>district initiatives</u>. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher participates in and implements the majority of <u>district initiatives</u>. Teacher <u>clearly communicates</u> the evidence. 	<ul style="list-style-type: none"> Teacher does not participate in and/or implement <u>district initiatives</u>. Teacher does not <u>clearly communicate</u> the evidence. -or- Evidence not provided.

"Standards" include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards.

DOMAIN 4

Standard 4.4 The teacher improves content knowledge and pedagogical skills by participating in professional development activities.

Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
A. Content and Pedagogical Skills	<ul style="list-style-type: none"> Teacher participates in required school/district professional development activities and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve content knowledge and pedagogical skills. 	<ul style="list-style-type: none"> Teacher participates in required school/district professional development activities. 	<ul style="list-style-type: none"> Teacher attends required school/district professional development activities. 	<ul style="list-style-type: none"> Teacher does not attend required school/district professional development activities. -or- Evidence not provided.

“Standards” include grade level indicators leading towards benchmarks. Where State standards have not yet been developed, the teacher should use the objective from district or national standards.